

# Judevine<sup>®</sup> Center for Autism

*Jeanne Marshall M.Ed.*

■ ***The mission of the  
Judevine® Center for Autism  
is to make a real difference  
in the quality of life  
for children and adults with autism  
and their families,  
wherever they may live.***



# **Judevine Services**

- **Training Services**
- **Professional Services**
- **Program Services**
- **Family/ Community Relations**
- **Outreach Services**

# **Pervasive Developmental Disorders (Autism Spectrum)**

- **Autistic Disorder**
- **PDD-NOS**
- **Childhood Disintegrative Disorder**
- **Rett's Syndrome**
- **Asperger's Syndrome**



# Asperger's Syndrome

# **Asperger's Syndrome**

## **Historical Perspective**

- **Hans Asperger (1944)**

- **Gillberg & Gillberg (1989)**

- **Lorna Wing (1981)**

- **Uta Frith(1991)**

- **DSM IV (1994)**



# **Five Pillars of Screening:**

**Tony Attwood (1998)**

- **Social/ Emotional**
- **Language and Communication**
- **Cognition**
- **Special Interests**
- **Movement Skills**

# **Asperger's Syndrome**

## **Or...**

- **High Functioning Autism**
- **Non-Verbal Learning Disability**
- **Hyperlexia**



# **Asperger's Syndrome and...**

- **ADHD**
- **OCD**
- **ODD**
- **Bipolar Disorder**
- **Tourette Syndrome**

# **Types of Treatment**

- **Social Skills Training**
- **Communication Therapy**
- **Behavior Therapy**
- **Cognitive Behavior Therapy**
- **Life Strategy Sessions**
- **Support Groups**
- **Medication**



# Thinking Set

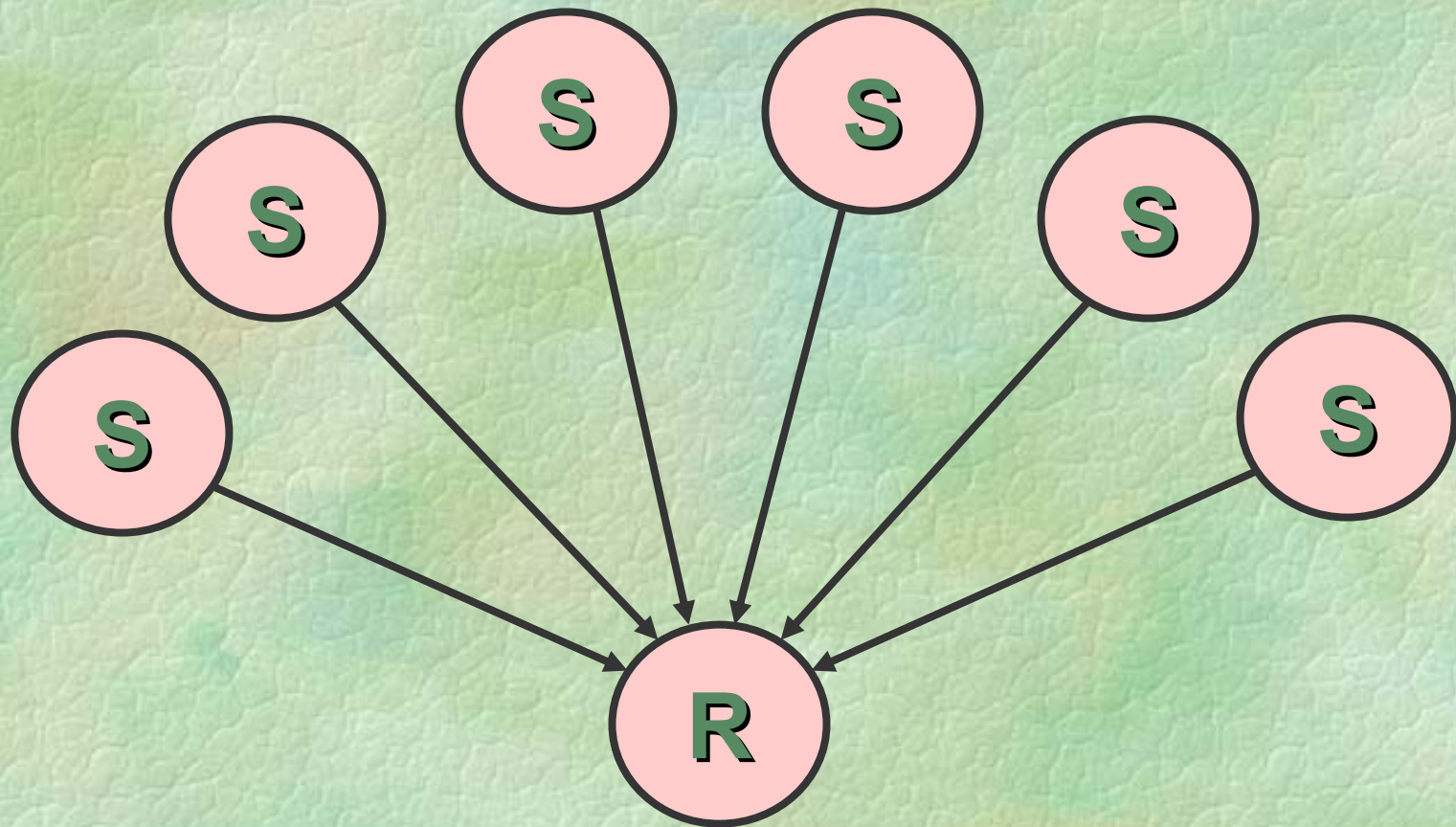
- **Expectations**
- **Choice = Freedom**
- **Person First**
- **Normal > Abnormal**
- **Failure Set**

***“I am afraid to make mistakes,  
afraid that it will trigger  
mistreatment from others.”***

**B.M.**

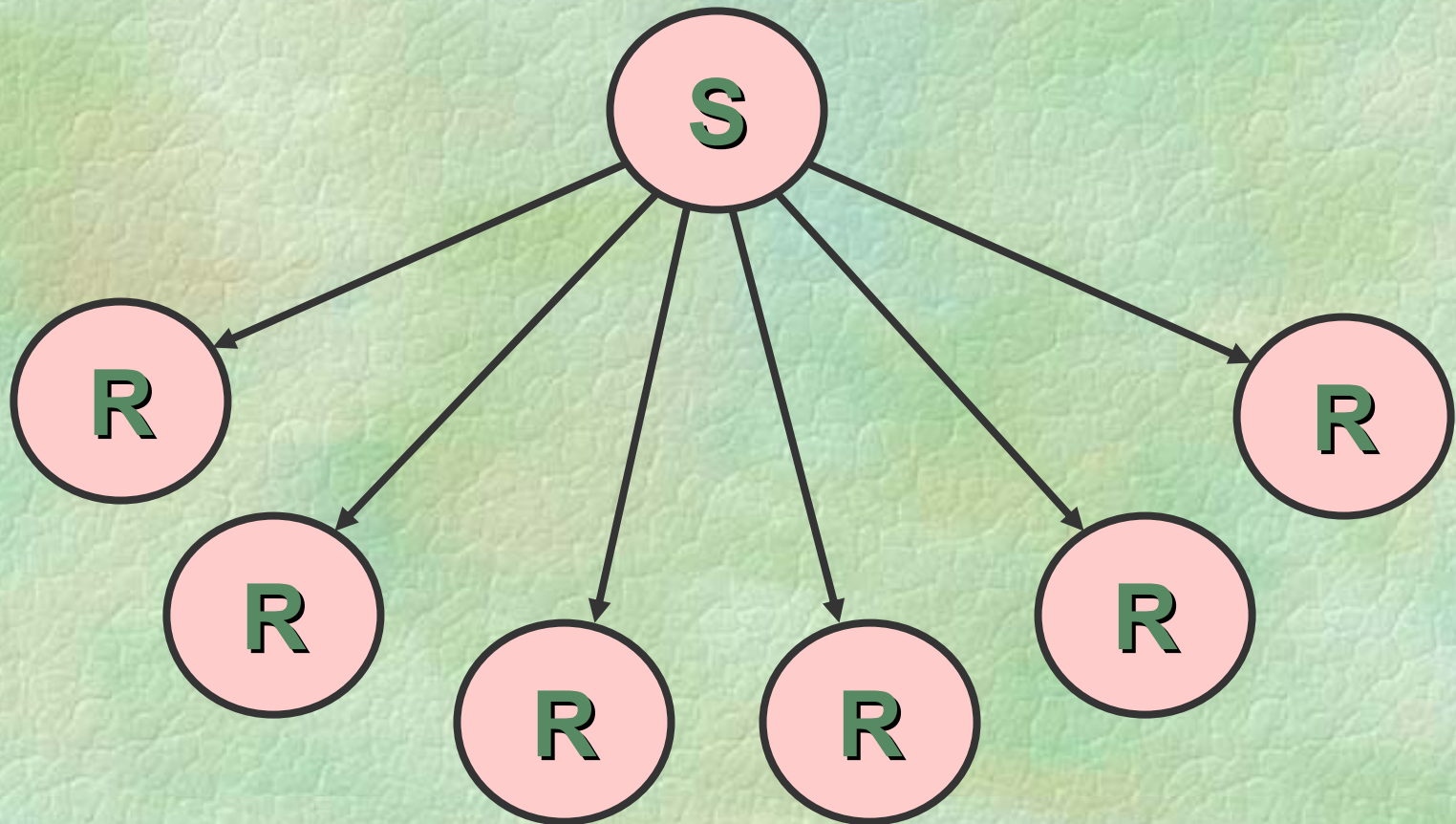


**The person with autism has only one response (“R” below) or type of response to react to various situations (“S” below).  
The autistic person does not know more than one way to respond.**



**The person with autism needs to be taught a variety of responses that would be acceptable and effective to cope (not simply react) to situations.**

**When the person with autism has learned and is able to use an array of responses, then the person truly has a choice in their behavior.**





# Getting Started

- **ROLL UP YOUR SLEEVES!**

# Getting Started

- **What to teach**
  - **Know the person**
  - **Watch others**
  - **Analyze natural cues**
  - **Identify the skills needed**



# Getting Started

- **When to teach**
  - **Natural**
  - **Engineered**

# **Getting Started**

- **How to teach**
  - **Assess the situation**
  - **Analyze natural cues**
  - **Break down into steps**
  - **Teach systematically**
  - **Build on strengths**
  - **Incorporate areas of interest**

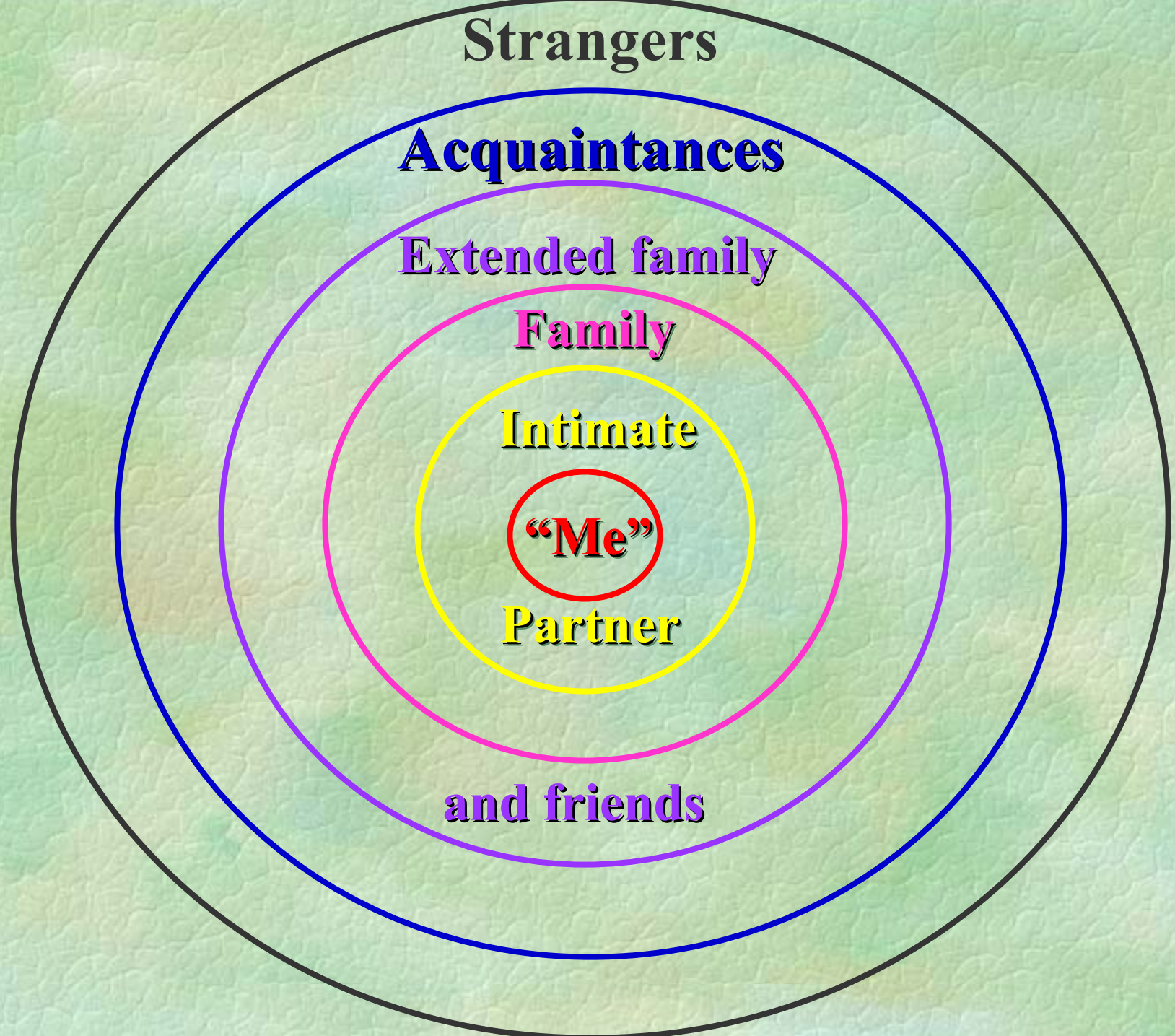


# **Instructional Support Strategies**

# **Relationship Circle**

- **Used to visually depict the various types of relationships**
- **Refers to levels of relationships**
- **Use bulls eye or circles to represent different relationships**
- **Used to visually depict the ways one interacts with the different rings of people**
- **Can use to illustrate physical aspects of relationships (hold hands, handshakes, hug, etc.)**





# **Emotion Barometer**

- **Color coded**
- **Degrees of Emotion**
- **One side is calm to excited**
- **One side is calm to angry**



# **Emotion Barometer**

- **“Gray area” emotions are in upper corner**
- **Used as a gauge or barometer that “measures” the degrees of emotion**

# Emotional Barometer

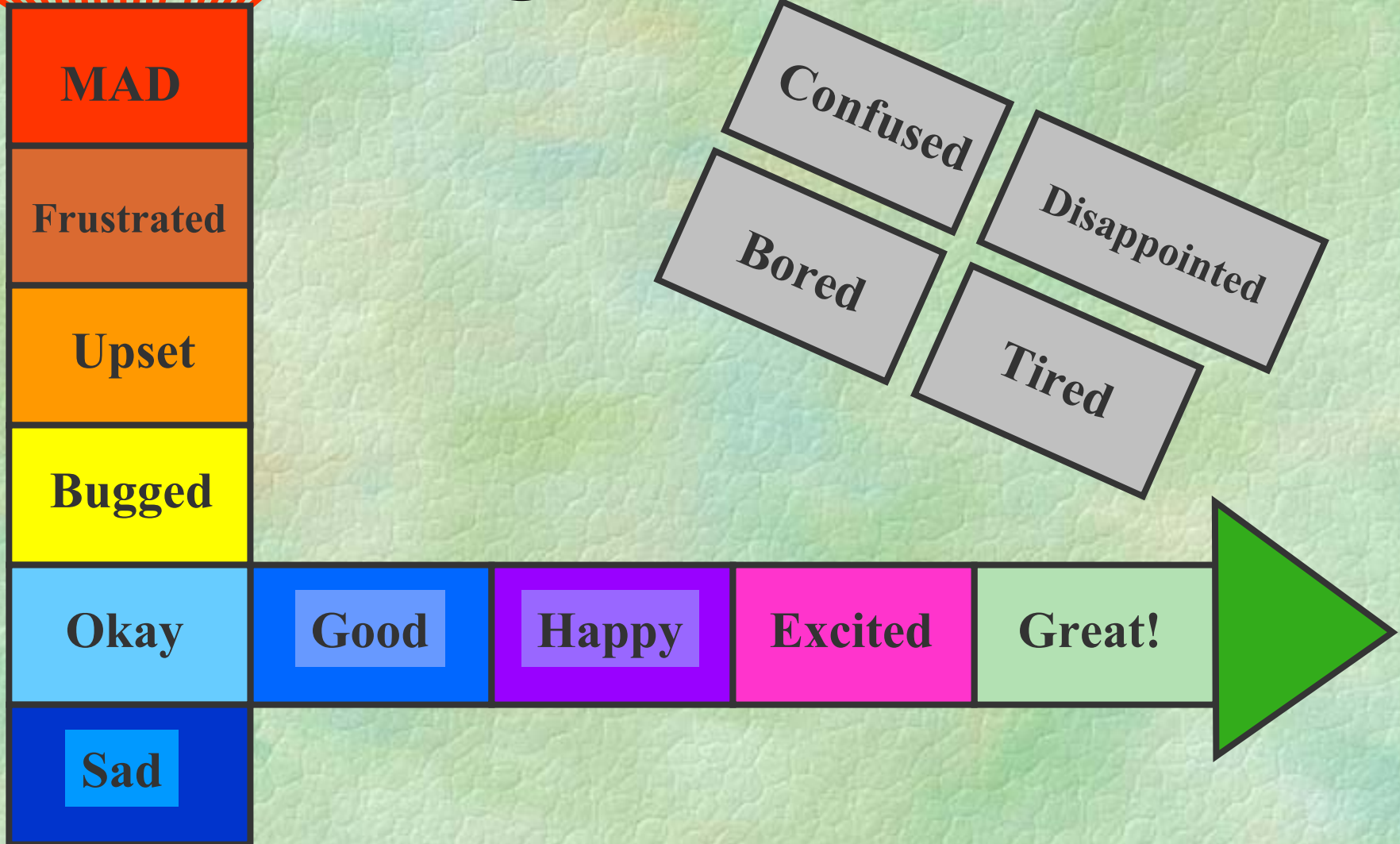


1	2	3	4
Annoyed	Cross	Furious	In a Rage
Irritated	Ratty	Livid	Mad

A.J. Atwood  
(1998)



# Degrees of Emotion



# How do you feel today?

<b>FEELING &amp; ACTIONS</b>	<b>What does my face look like?</b>	<b>What does my body feel like?</b>	<b>What can I say?</b>	<b>What can I do?</b>
<b>HAPPY</b>				
<b>EXCITED</b>				
<b>ANXIOUS</b>				
<b>FRUSTRATED</b>				
<b>MAD</b>				



# How do you feel today?

<b>FEELING &amp; ACTIONS</b>	<b>What does my face look like?</b>	<b>What does my body feel like?</b>	<b>What can I say?</b>	<b>What can I do?</b>
<b>OUT OF CONTROL</b>				
<b>CONFUSED</b>				
<b>EMBARRASSED</b>				
<b>AGGRAVATED</b>				

# **Expression of Emotions**

## **Stereo Amplifier Analogy**

**Maximum Volume**  
**On/Off Switch**

- **Frustration**
- **Anger**
- **Distress**



# **Expression of Emotions**

## **Stereo Amplifier Analogy**

**Minimum  
Volume**

- **Affection**
- **Consolation**
- **Embarrassment**

# **Expression of Emotions**

## **Stereo Amplifier Analogy**

### **Wrong Switch**

- **Aggression when affection was intended**
- **Giggling when unhappy**





Say I need  
a time out

**RED HOT  
ERUPTING!!**

Screaming, sweaty,  
have to leave the area

Say to yourself,  
“Maybe next time  
I’ll get...”

**BOILING  
RED HOT**

Care Cab forgets  
to pick me up

Do what I’m asked  
to do anyway

**HOTTER**

Being interrupted while  
on the computer

Ask for help

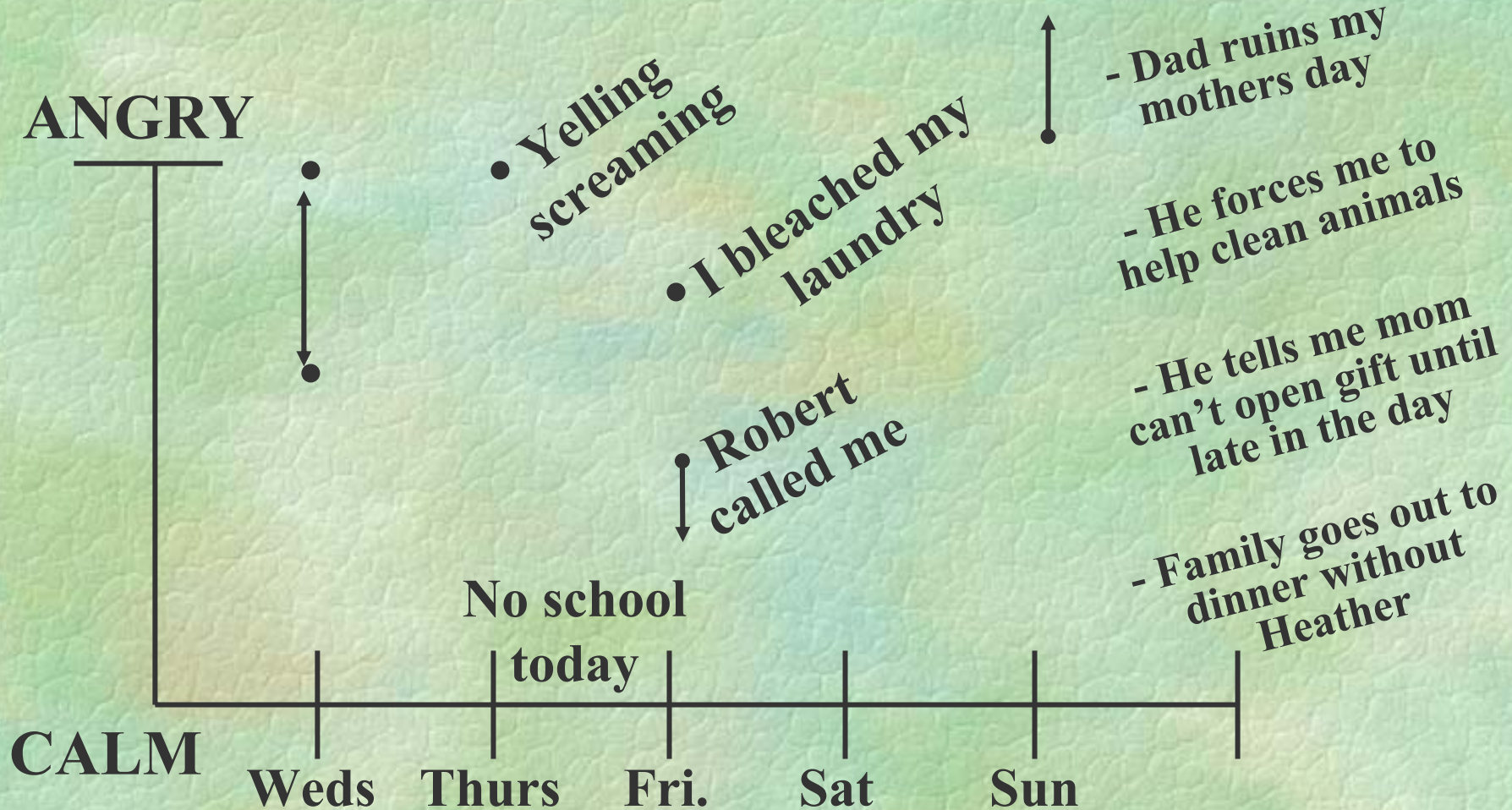
**HOT**

Not getting to finish  
what I want to say

Write down what  
I wanted to ask

**WARM**

Not getting to  
order food first



### Goals:

- Manage stress
- Expressing anger
- Dealing with people who make her angry

- + Made it through school
- + Apologized to Gail
- + Dad helped wrap gift



# **Visual Schedule**

- **Visual representation of activities or events**
- **Detailed, sequential**
- **Indication of completion**
- **Photos, drawings, symbols, words**

# Contract

- **Fair**
- **Equal partners**
- **Matter of fact**
- **Short and simple - or -  
Long and complicated**
- **FOLLOW THROUGH**



# Example

- **“Rules/ Responsibilities...”**
  - **Mom/ Dad...**
  - **Staff...**
  - **Jim...**
- **“...If any party breaks this contract...”**
- **Signatures**

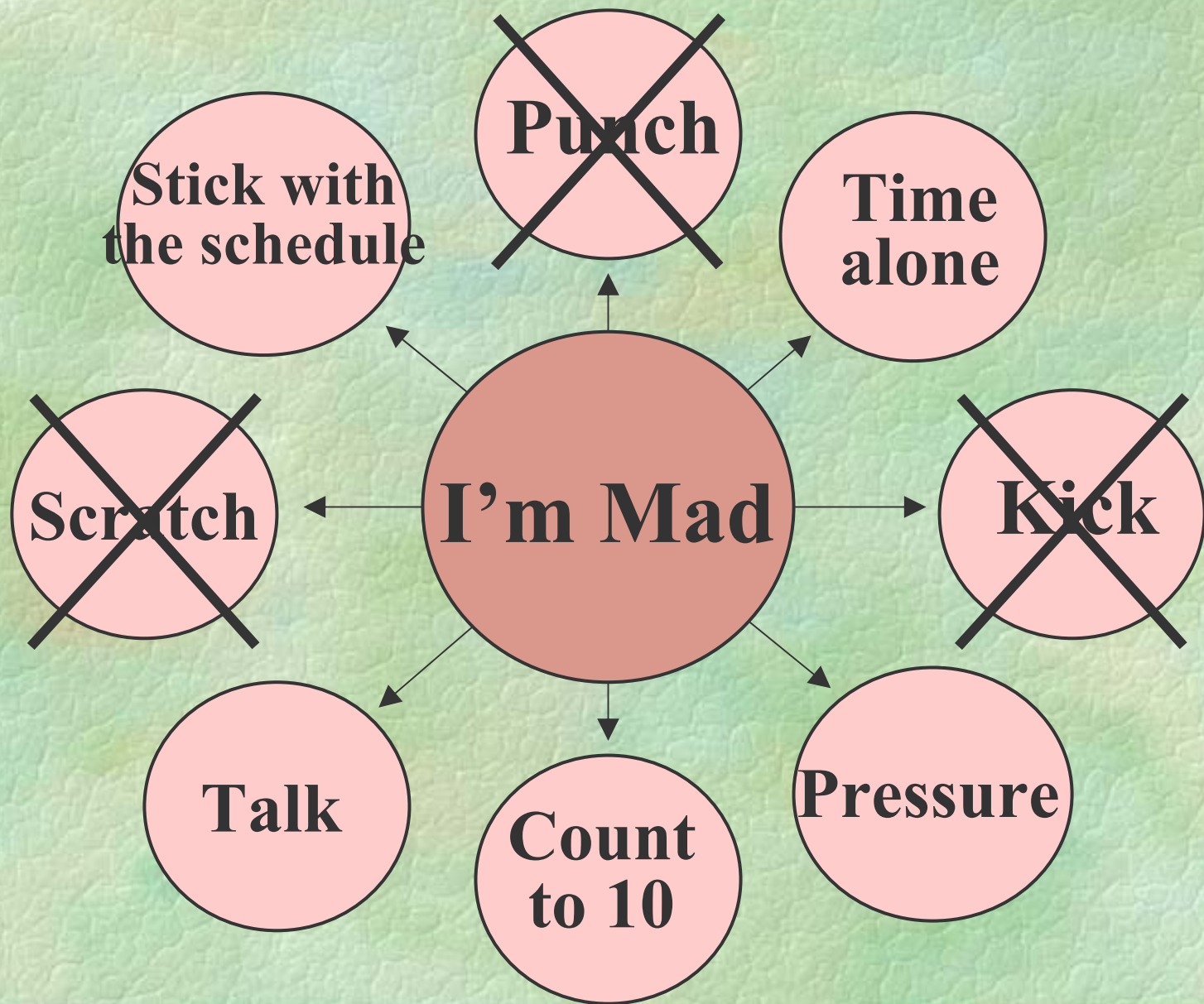
# Example

- **If it is a situation pertaining to home:**
  - **Have you talked to the individual you have a grievance with?**
  - **Have you talked to \_\_\_\_\_ (Staff) ?**
  - **Have you brought it to the team at the weekly meeting?**
  - **Have you talked to \_\_\_\_\_ (IPC) ?**
  - **Have you talked to \_\_\_\_\_ (Director) ?**



# Visual Mapping

- **Positive and negative options, connections, extensions, and consequences**
- **Logical and organized**
- **Photos, drawings, words**
- **Color coded**
- **Also referred to as . . .**





# ASSIGNMENT

Sometimes  
it's easy

Get right to it  
and get it done

Take it home  
and finish it

Hand it in to  
teacher

Sometimes it's  
harder work

It's harder because  
there is more of it

I break it down into  
smaller steps and do a  
little bit each night

Accepting Mom or Dad's  
help - no arguments

I don't feel pressure anymore.  
It's worth to give up  
free time to stay on track.

I get my  
work done

Sometimes it's  
confusing.  
Do I have a  
homework  
assignment?

Check  
with  
teacher

Check  
with  
friend

As soon as I get  
home I put the  
books out

I still have  
free time

I'm Happy - Parents are Happy - Teacher is Happy

On Track

On Track

# Checklists

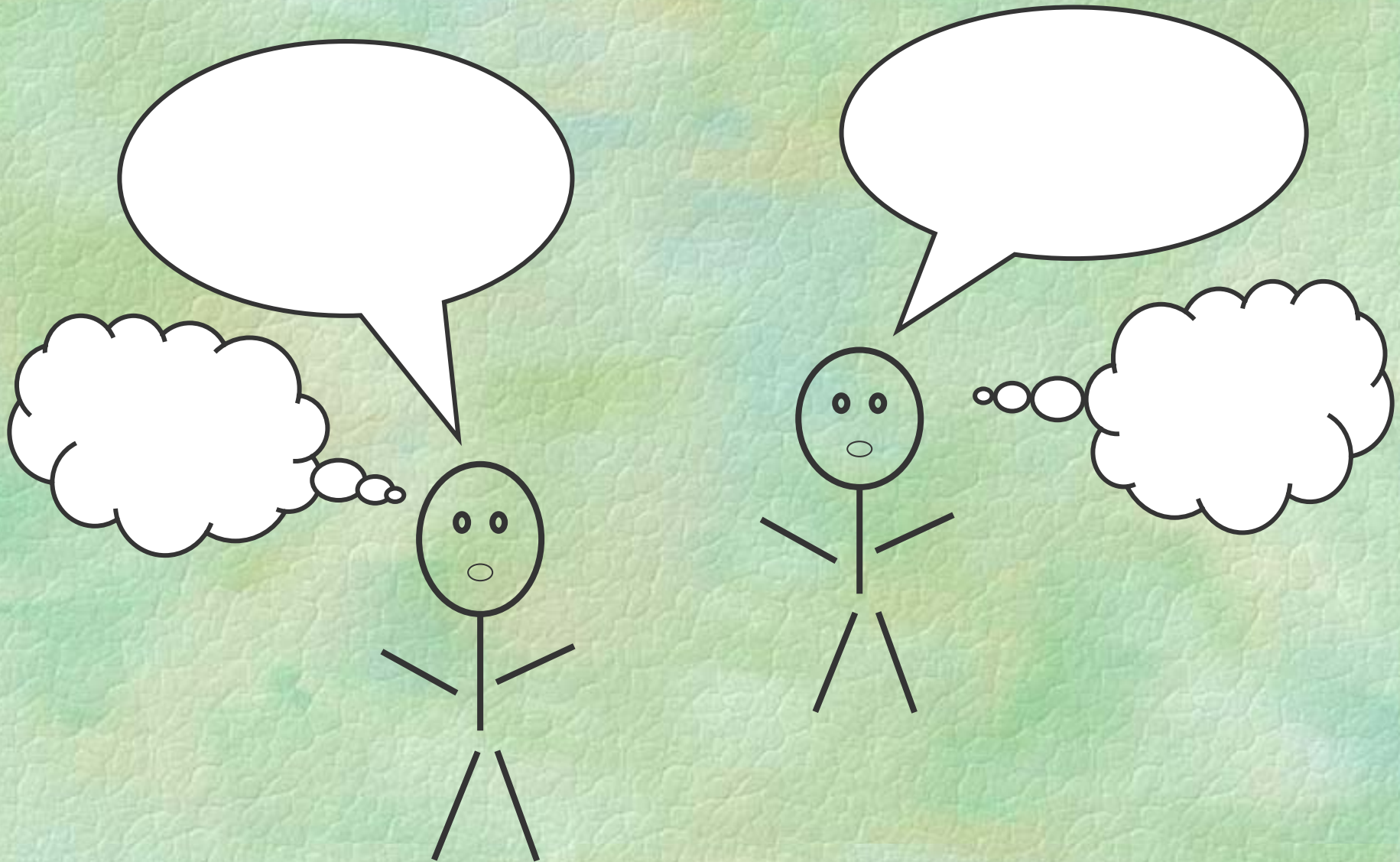
- **Visual**
- **Emphasize areas of support**
- **Facilitate independence**
- **Clear**
- **Thorough**
- **Easy to understand and to use**
- **Manner to “check” off**



# **Social Stories**

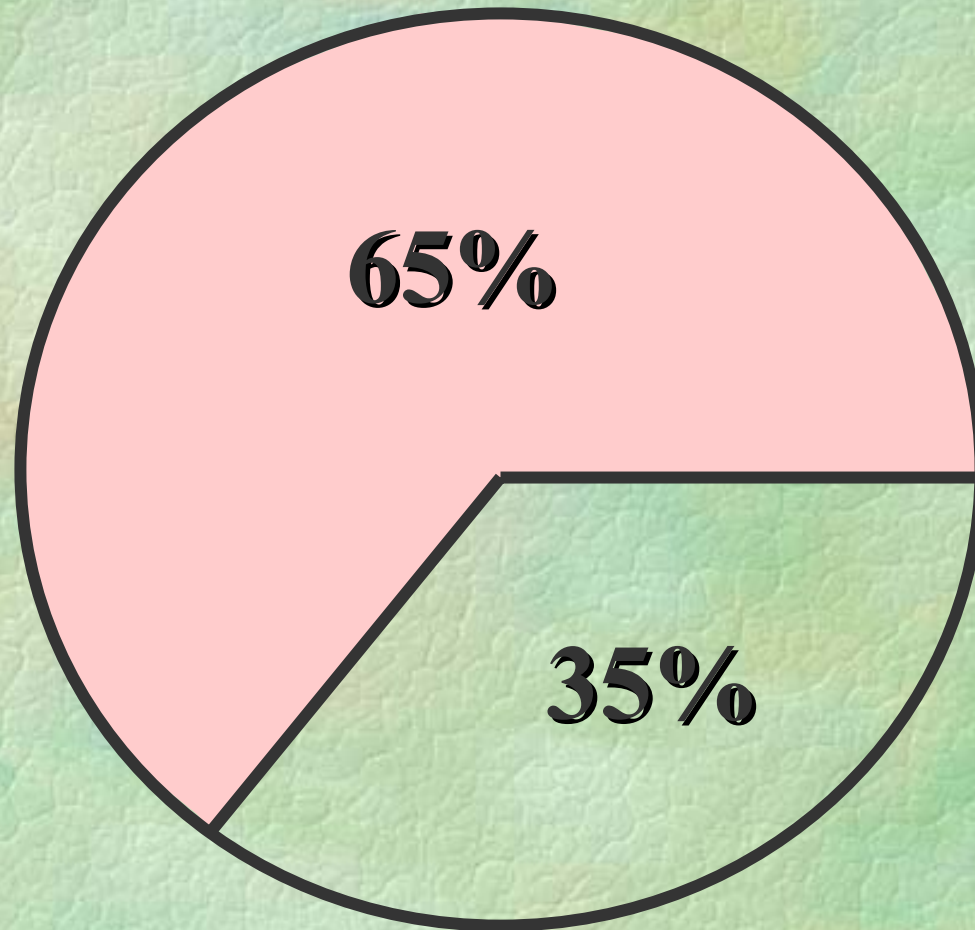
*Carol Gray*

# Cartoons

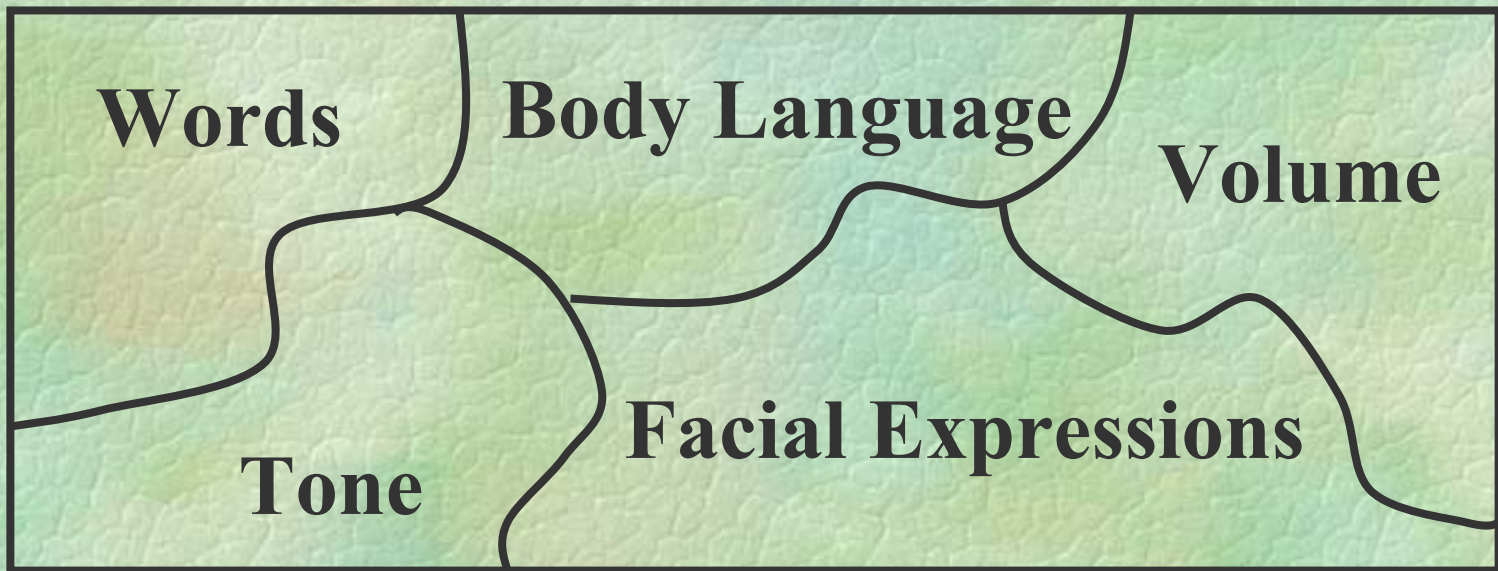




# Communication is . . .



# Message Puzzle





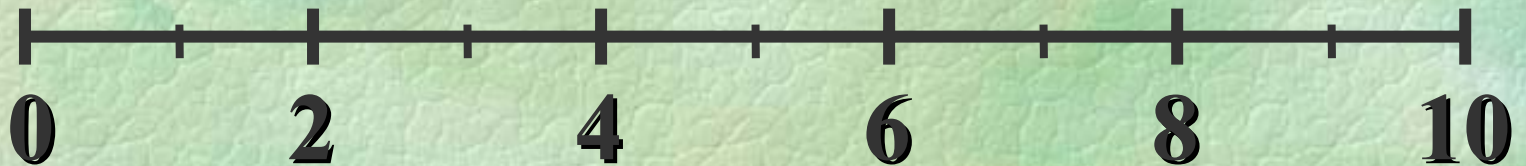
# Rating Scale

**Conversation**

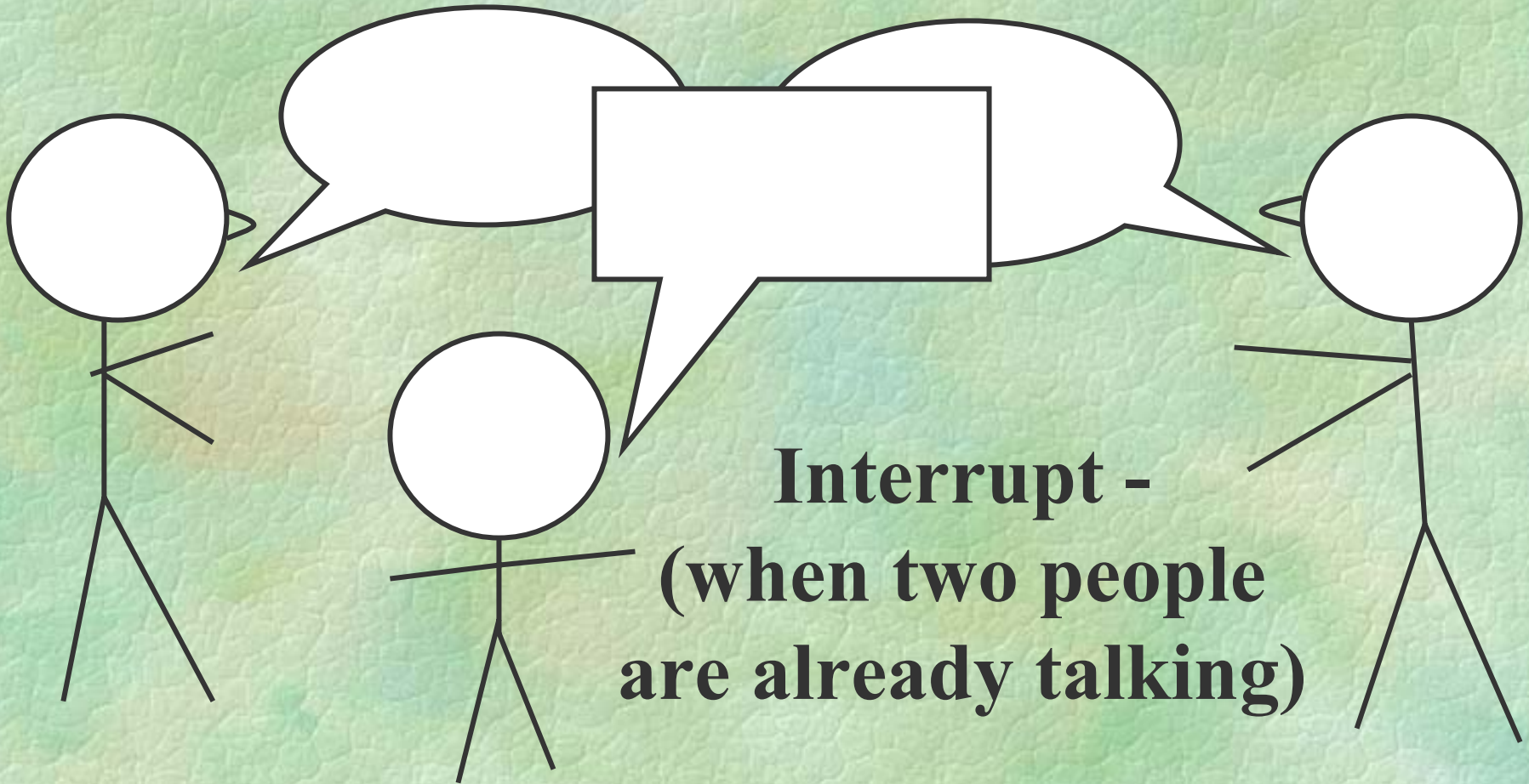
**Stay on Topic**

**Eye Contact**

**Turn Taking**



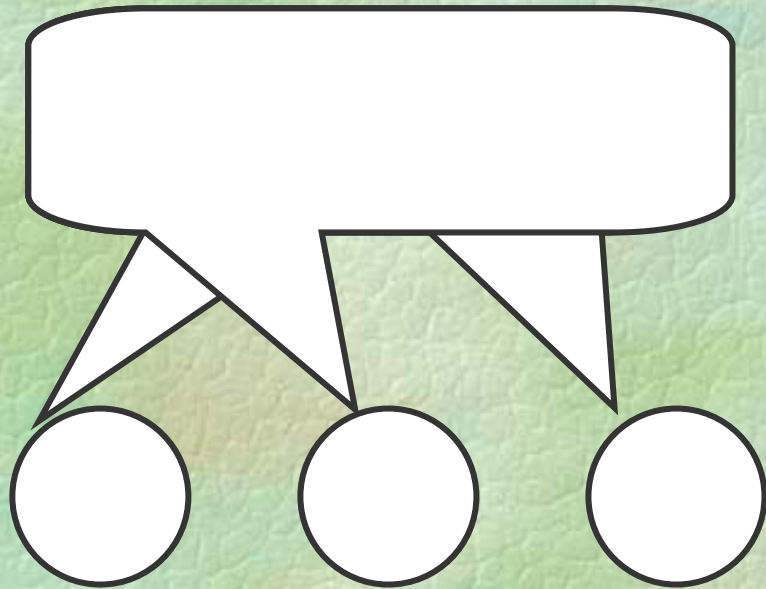
# Comic Strip Conversations



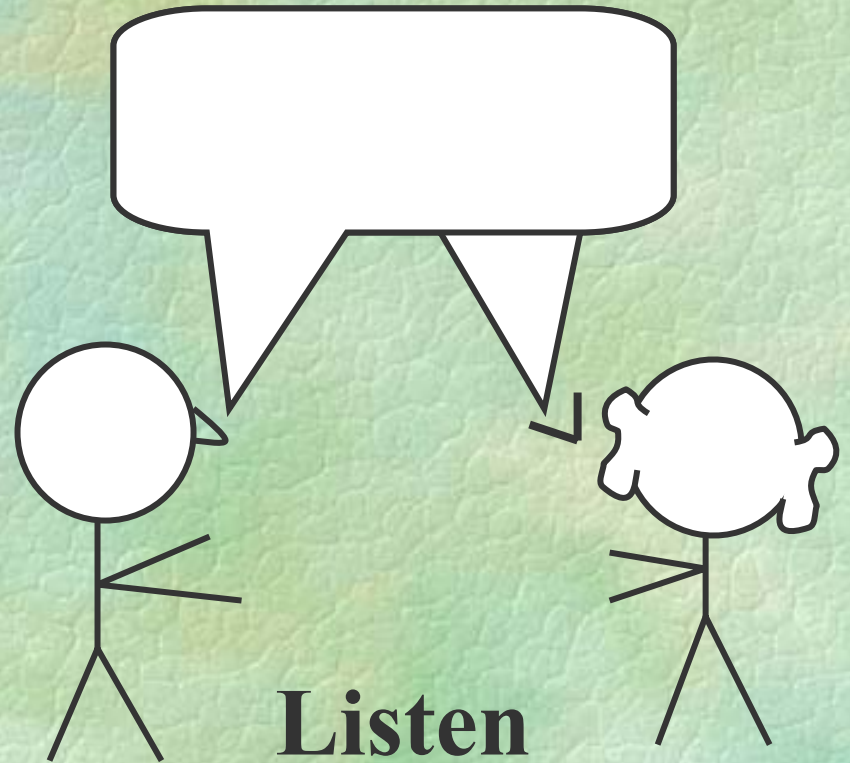


# Conversation Symbols

## Dictionary



**Everyone talking at  
once, or a choir/  
voices in unison**



**Listen**

# Rehearsal

- **Elaborate role play**
- **Attention to detail**
- **Parallel Talking**
- **Desensitization**
- **Fade prompts**
- **Natural cues**
- **Natural language**
- **Natural consequences**
- **“Dress rehearsal”**



# Summary

- **Recognize “person first”**
- **Recognize individual strengths and needs**
- **Clarify expectations**
- **Facilitate consistency and predictability**
- **Structure to promote success**
- **Understand and incorporate specific area(s) of interest**
- **Use proactive supports and strategies**

***“If you treat an individual as he is,  
he will stay as he is.  
But if you treat him as if he were  
what he ought to be,  
he will become  
what he ought to be  
and could be.”***

***...Goethe***



# **For More Information**

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